



Australian Bureau of Statistics

CensusAtSchool Australia

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Resources



CasHis40 - Investigating History

You can download this activity as a rich text file (RTF) using the links at the bottom of the page

1. Subject Area

Studies of Society and Environment / Human Society and its Environment - History

2. Suggested Level

Years 8-10

3. Key Statistical Literacy Competencies Addressed

- Data awareness
- The ability to understand statistical concepts
- The ability to analyse, interpret and evaluate statistical information
- Communicating statistical information and understandings

4. Overview

History is the study of people. As an initial task for investigating history, you are required to prepare a newspaper review describing the usefulness of the CensusAtSchool Questionnaire (and resulting data) as a primary source for historical studies. In your review you are asked to refer specifically to questions from the ABS CensusAtSchool Questionnaire to enhance your argument.

5. Requirements

- Computer with internet connection
- Spreadsheet software
- Calculator
- Pens and paper

6. Instructions

This is a very broad task. The CensusAtSchool Random Sampler will give access to data from students across Australia analysing the data will assist you to prepare a response to your task. Your article should include specific examples of how the CensusAtSchool material could be used in history. Graphs and tables can compliment your response.

6.1 Examine the questions.

Look carefully at the questions on the CensusAtSchool Questionnaire and locate questions that would assist you in the study of history. Write down the reasons for the link to history on the CensusAtSchool analysis record sheet in column A.

6.2 Produce the information.

Go to the CensusAtSchool [Random Sampler](#) and request a sample. The sample size is for you to choose (suggest at least 100). Record the average answer for each of your chosen questions (e.g. average age of respondents).

(Hint: It will be easier to count the number of students in each category if you sort the data first. If you are good at Excel it will be even easier if you use the COUNTIF function to do the counting for you)

Where there is a long list of options for the question, record only the top five responses (e.g. New South Wales 44%, Malta 21%, China 12%, South Africa 8%, Chile 4%)

6.3 Ideas on investigating history.

At the bottom of the CensusAtSchool record sheet write down a few ideas about how the data could be used when investigating history.

6.4 Prepare a newspaper review.

Based on your analysis of the CensusAtSchool website prepare a newspaper review by answering the following question:

What are some of the ways the CensusAtSchool questionnaire can be used to gather evidence to answer questions about history as the study of people?

7. Record sheet

CENSUSATSCHOOL RECORD SHEET

Question	Column A Link to history – why?	Estimate of a typical student
1. Sex		
2. When born		
3. Were you were born		
4. Where you live		
5. Aboriginal or Torres St. Islander		
6. Number of language you can hold an everyday conversation		

7. What language you can hold an everyday conversation in?		
8. Right handed or left handed		
9. Reaction time dominant hand		
10. Reaction time non-dominant hand		
11. Colour of eyes		
12.a Hours sleep school next day		
12.b Hours sleep no school next day		
13. Height		
14. Belly button height		
15. Arm span		
16. Length of right foot		
17. How many bedrooms		
18. How many people live in your home		
19. Internet access		
20. Kinds of pets you have		
21. Postcode of school		
22. Type of school		
23. Number of students at school		
24. Year level you are in		
25. Method of travel to school		
26. Time to travel to school		
27. Favourite types of take-away food		
28. What you had for breakfast this morning		
29. Did you receive money last week?		
30. How much?		

31. Time for concentration exercise		
32. Technology available at home		
33. Hours you usually spend on activities		
34. How time on the Internet is spent		
35. Favourite types of music		
36. Sport or activity you most enjoy		
37. Frequency of holidays		
38. Importance of environmental issues		
39. Importance of social issues		
40. Action you have taken to address water issue		

8. Marking Criteria

A student demonstrates	Mark
High-level effective use of the CensusAtSchool web site to gather information ·Detailed conclusions about the usefulness of the source as historical evidence ·Clear communication of ideas using appropriate written forms	9–10
·Effective use of the CensusAtSchool to gather information ·Makes some judgments about the usefulness of the source as historical evidence ·Good communication of ideas using appropriate written forms	7–8
·Limited use of the CensusAtSchool web site to gather information ·Makes limited judgments about the usefulness of the source as historical evidence ·Limited communication of ideas using appropriate written forms.	5–6
·Elementary use of the CensusAtSchool to gather information ·Makes simple observations about the source ·Elementary communication of ideas using appropriate written forms	3–4

·Makes some reference to the CensusAtSchool website ·May make an observation about the statistics	1–2
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Download the Activity

Activity



INVESTIGATING HISTORY.rtf
(RTF document 373 KB)

Data in a spreadsheet



Sample INVESTIGATING HISTORY.xls
(Excel document 635 KB)

Data in a table

This activity involves a broad ranging investigation so, a simple table of data is not appropriate.

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